RTI Considerations for ELLs

August 5, 2011

ELL Director Retreat

Goals for Today:

- Participants will gain tools and knowledge to strengthen consultation and collaboration to support appropriate ELL practices
  - Illustrate and explain RtI for ELLs (K-12, district, building, classroom)
  - Understand how ELL contextual factors layer onto decision rules with regards to screening and progress monitoring data
  - Understand essential intervention components and considerations for ELLs
  - Understand cultural and linguistic loading in assessments in order to question bias

RTI Defined (formal & "English")

Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems.

Schools:

- Identify students at risk for poor learning outcomes,
- Monitor student progress,
- Provide evidence based interventions
- Adjust the intensity and nature of those interventions depending on a student's responsiveness
- Identify students with learning disabilities or other disabilities.

(National Center on RTI)

Response to intervention (and instruction) is an umbrella term for many research based best practices (including the use of data to make decisions) to effectively educate all children. It emphasizes-preventative and proactive!

These best practices are many of the same reforms the state has been trying to implement for years now, but the Specific Learning Disability aspect now forces us to actually swallow all of these initiatives if we hadn't already done so.

(RI Classroom Teacher)

RTI Foundational Beliefs

- The <u>entire</u> educational system within a district should be <u>continually improving</u>

- <u>Proactive and preventative</u>

- Student <u>progress should be communicated often and used formatively</u>

- <u>ALL</u> children and adolescents <u>CAN learn</u>

- Parent and child are knowledgeable about "what works" and should be <u>active participants</u>

- <u>Collaboration</u> is the key to solutions, strategies,…and SUCCESS!

RTI-A Paradigm Shift

Traditional

- Class-wide instruction with teacher help 1-1
- Grouping students of similar "ability"-tracking across all subjects
- Who? Teacher
- Book = Curriculum
  - Ex: Ch1-Ch12 in a year

- Mastery Tests (summative assessments)
- Report cards
- "If they fail, they fail.."

RTI   Implementation

- Class-wide instruction with flexible small group (as well as supplemental Tier II & III) supports
- Core is heterogeneous/not tracked
- Who? Teacher and/or any one of many support personnel
- Align curriculum-standards with materials, with prior/next grade, and within the same grade level
- Mastery Tests + common formative assessments + progress monitoring
- "If THEY appear to be at risk of failure, we do things differently"

Myths

- RTI is easy...it's what we've always done

- RTI is about special ed

- The issue is in the child or the home

- Assessment is only about measurement
  - Unalterable
  - General
  - Summative

REALITY

- Some pieces already in place - new elements ARE needed and change is hard

- ALL ED

- The issue is in a breakdown of learning

- Assessment is also about evaluation
  - Alterable
  - Targeted
  - Formative

RtI <u>is</u>

- Universal Screening
- Ongoing Progress Monitoring and FORMATIVE assessments
- Tier I/Core Instruction
- Data-Based Decision Making
- Tiered Interventions
- Problem Solving (and sometimes Protocol)

RtI <u>is not</u>

- A verb - you don't "RtI a kid"
- TST…with a new name!
- A way to delay Special Education services
- Something that only Special Educators do

Academic Systems | # Behavioral Systems

TIER III-Intensive Interventions , highly targeted, explicit and intensive

One-to-one or small group setting

5% of students

TIER III-Intensive Interventions, wraparound support, FBA, Behavior Plan,etc.

5% of students

TIER II-Moderate Interventions

Supplemental small group setting targeting specific needs in class and/or other setting

~15% of students who do not succeed with the core

TIER II-Moderate Interventions

Supplemental: Check in/check out, reinforcer surveys, contacts

~15% of students who do not succeed with the core

TIER I-CORE/Universal

Differentiated Instruction in class setting

80% of students should be meeting expectations

TIER I-CORE/Universal (PBIS)

School-wide behavioral expectations, 5:1 Positive Interactions, Model

80% of students should be meeting expectations
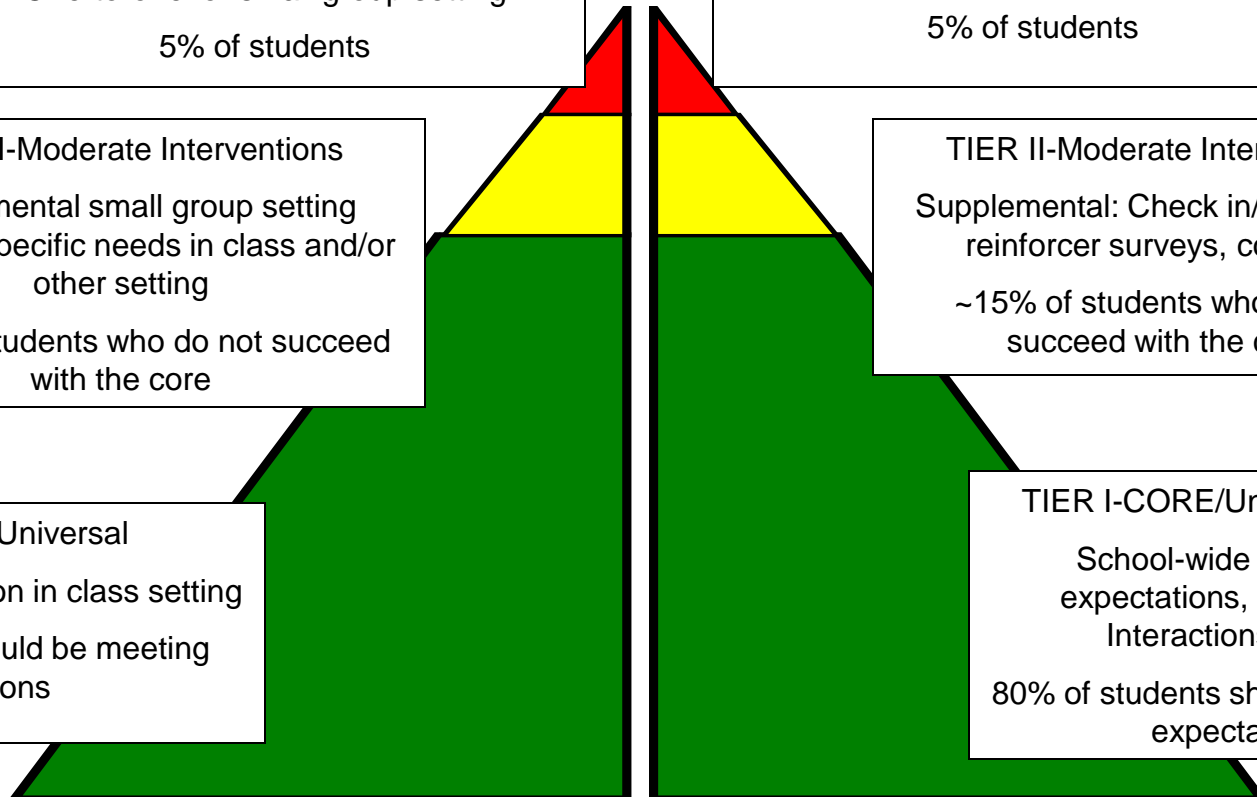
Understanding Secondary Implementation in K-12 Continuum

Elementary

- 3-5 years for full implementation
- Universal Screening tools are required
- Students move from tier to tier sequentially

(Fuchs, Fuchs, & Compton, 2010)

Secondary

- 6-9 years for full implementation
- Existing data and /or surveys may be effective screening
- Students may need to jump more quickly or skip Tiers

Understanding Secondary Implementation in K-12 Continuum

Elementary

- Interventions, programs, screeners, etc. that are effective will be effective at secondary level
- Move students towards more intensive inter-ventions
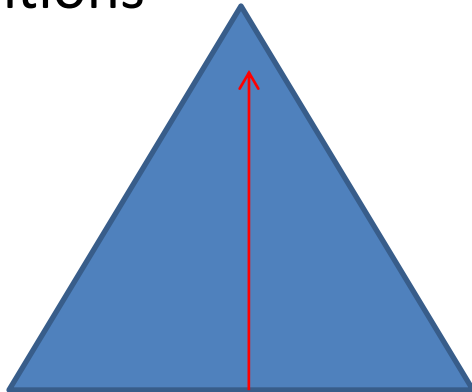
Secondary

- Not true. Needs to be more intensive with motivational aspect and peer involvement
- Take most discrepant, try to move them towards the norm
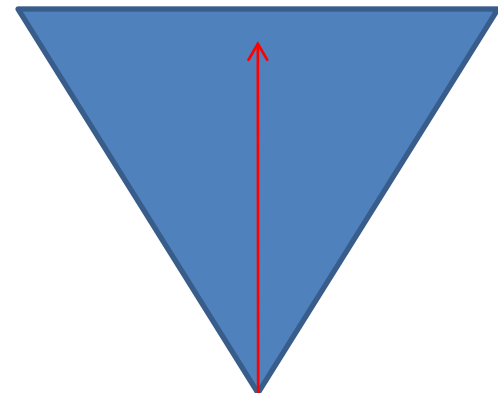
RtI Models

Problem Solving

Team decisions on instruction and intervention are :

- Based on assessment and observation data
- Tailored to student needs
- Student's progress compared to peers

Standard Protocol

A school/district has:

- A specific set of interventions or programs organized into Tiers
- Students are placed into programs based on student profiles of needs
- Students of a similar profile receive the same treatment

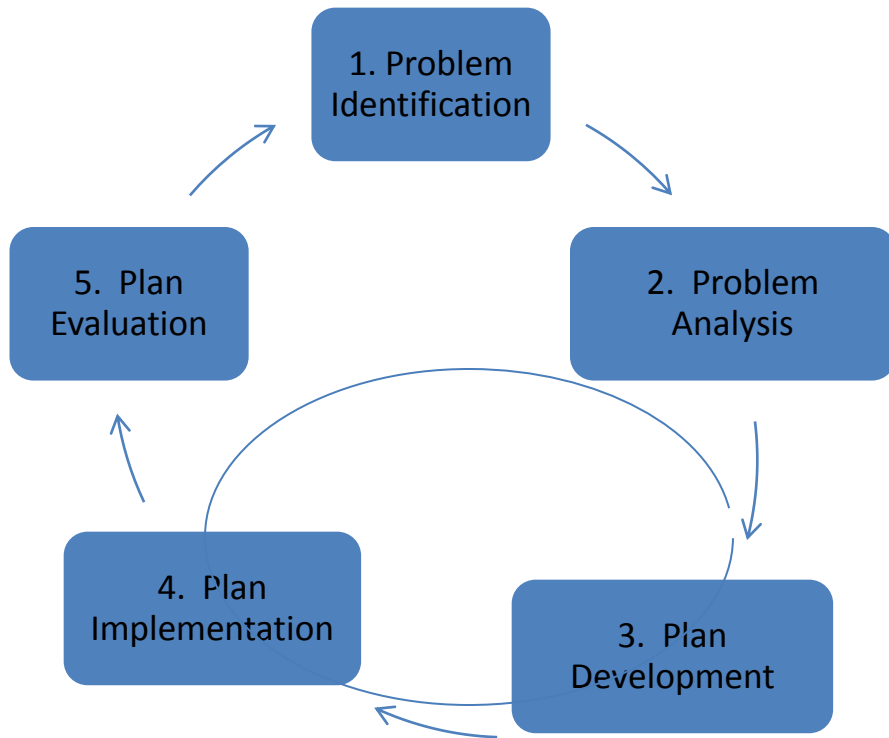|	Problem Solving	Standard Treatment Protocol
Universal Screening	Class-wide assessment/universal screening is administered to identify students who are potentially struggling.	
Tier 1	All students receive high-quality instruction. Frequent progress monitoring is conducted to assess struggling students' performance levels and rates of improvement.	
Tier 2	Students whose progress in T1 is not adequate receive additional support. 1. A <u>team</u> makes instructional decisions based on an individual student's performance. 2. Students are provided with a <u>variety of interventions</u>, based on their unique needs and performance data. 3. Interventions <u>are flexible and individualized</u>.	Students whose progress in T1 is not adequate receive additional support. 1. The <u>person</u> delivering the intervention makes instructional decisions. 2. Students with similar needs are presented with <u>one standard, research-validated intervention</u>. 3. The intervention is delivered in a <u>predetermined format </u>that may address multiple skill sets.
Tier 3	Students whose progress is still insufficient in T2 may receive even more intensive intervention.	

Table Talk:

- What model(s) does your district use?
- What are some of the pros/cons of each model for ELL students?

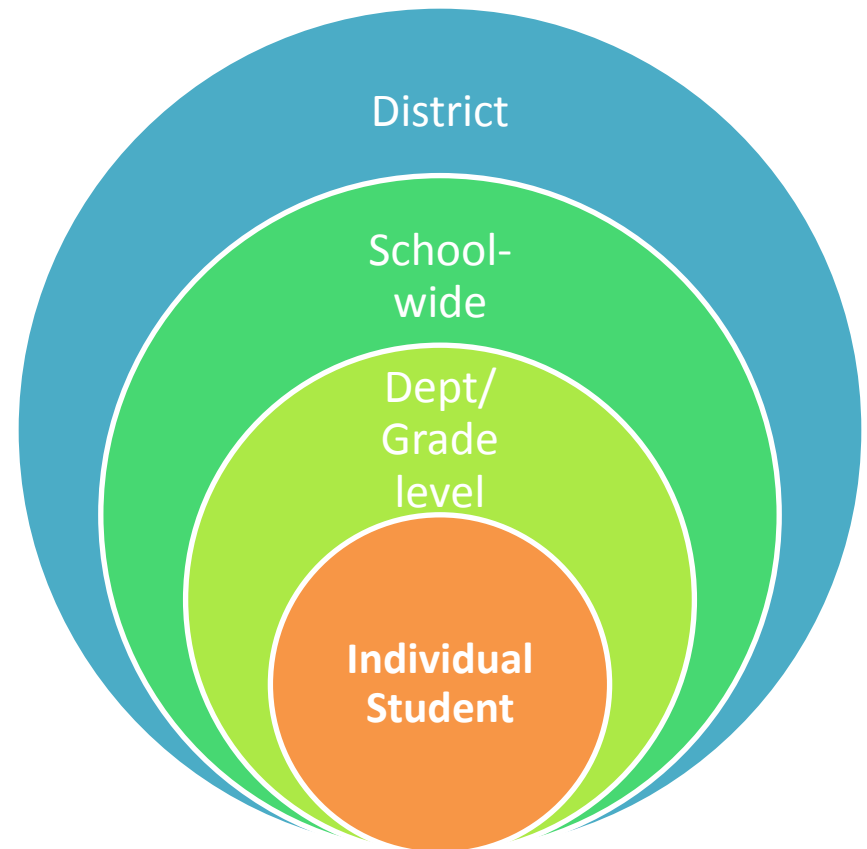*Many schools implement a hybrid of both models.*

A number of ELL experts in the field recommend layering problem solving features into the standard protocol to ensure that the ELL context is appropriately addressed.

Problem Solving-Not just a student by student process...

Problem-solving

Comprehensive, Systematic Problem-solving

1. Problem Identification

2. Problem Analysis

3. Plan Development

4. Plan Implementation

5. Plan Evaluation

District

School-wide

Dept/ Grade level

Individual Student

Comprehensive Proble

District Level

Example Problem: Data (AP and CP enrollment and completion) shows our ELLs are underrepresented in rigorous classes.

School Level

Example Problem: Absences (including disciplinary) seriously affect our students' instructional time.

Building Level- Collaborative Teams (Dept, Course, Grade Level)

Example Problem: Data shows lack of academic vocabulary limits comprehension, but teachers do not have a variety of techniques to address this need.

Individual Student

Student enters American high school at age fifteen, but with little to no formal education because her native country didn't allow women to attend school.

Universal Screening
Align with the schools' focus

Elementary

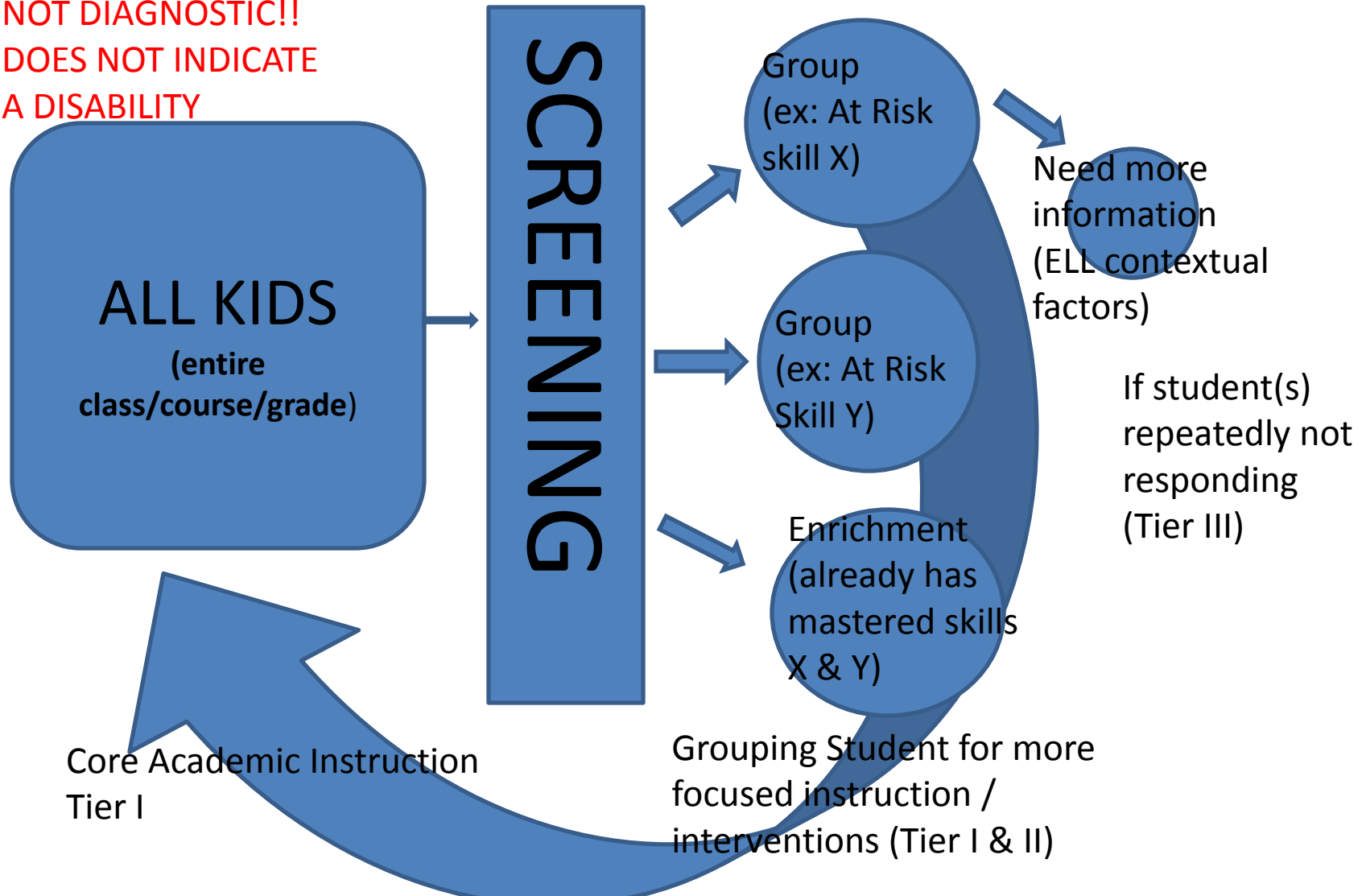- Literacy
- Numeracy
- Behavior

Secondary

- Drop out prevention
  - 8th-9th grade
  - F's in core, absences, behavior
- Credit recovery
  - eLearning
  - Night school/Summer
- Content Literacy (informational reading and writing)
- Reduce F's
- Reduce tardies/absences
- Unlimited possibilities

Universal Screening/Benchmarking for Flexible Grouping Decisions

NOT DIAGNOSTIC!! DOES NOT INDICATE A DISABILITY

ALL KIDS
(entire class/course/grade)

SCREENING

Group (ex: At Risk skill X)

Group (ex: At Risk Skill Y)

Enrichment (already has mastered skills X & Y)

Need more information (ELL contextual factors)

If student(s) repeatedly not responding (Tier III)

Core Academic Instruction Tier I

Grouping Student for more focused instruction / interventions (Tier I & II)
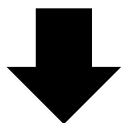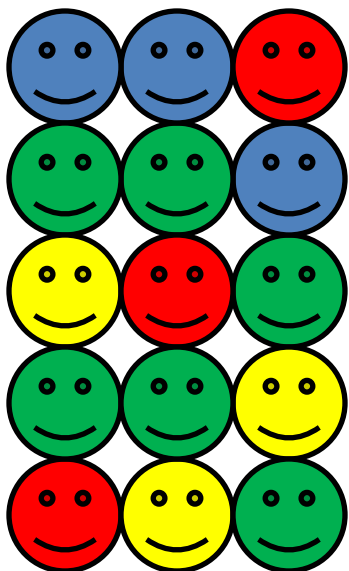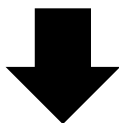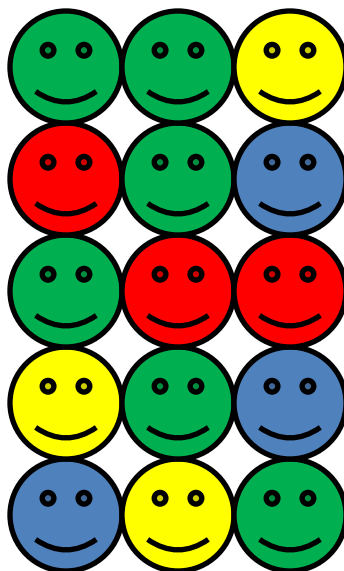
Classroom 1 → Enrichment
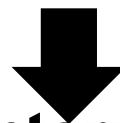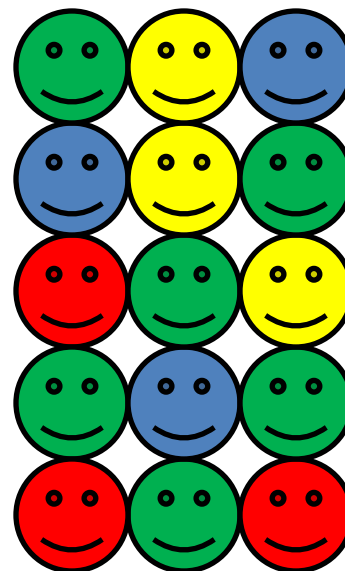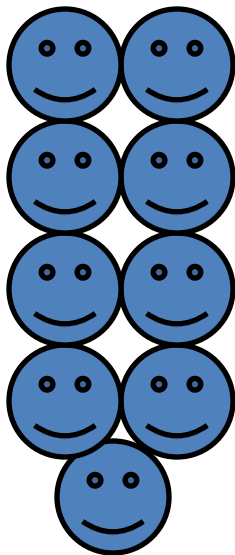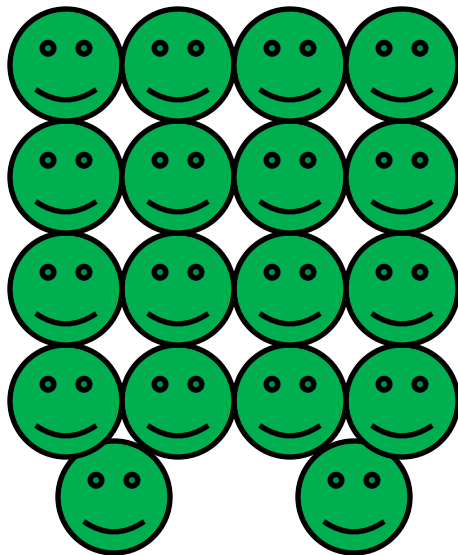
Classroom 2 → Review, Specific Skill Review
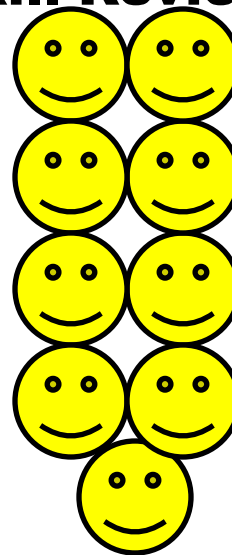
Classroom 3 → Intervention
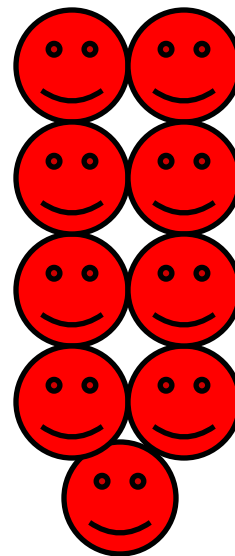
Screening and Progress Monitoring Considerations for ELLs

- Emerging evidence to support the use of screening and progress monitoring tools with ELLs.

- Some assessments, instruments, and methods used with monolingual English students can have documented effectiveness with ELLs.

  – Measures of phonological processing, letter and alphabetic knowledge, oral reading fluency

  – Klingner, Artiles, & Bareletta, 2006; Vanderwood & Nam, 2008; Gersten et al., 2007 & Gersten et al., 2008

Additional Screening Information Needed for ELLs

When using traditional screening measures to determine the degree and type of intervention ELLs will need, *also*:

- Review language proficiency data

- Consider level of acculturation at the time of screening

- Check to see if the measure has been normed on ELLs

Ensuring Appropriate Use of Screening Tools with ELLs

- Use tools that are shown to be reliable and valid in both L1 and L2 where possible.

- Assess ELLs' skills in L1 and L2 where possible to provide context on current levels of performance.

- Consider the possible effects of the process of language acquisition on current levels of performance.

- Use knowledge of the student's literacy experiences in L1 and L2 plus the current level of performance to plan instruction.

Cross-cultural Factors

Learn **as much as possible** about a student's culture

- – While gathering typical intake/registration information
- – Through classroom assignments and projects
- – Engage a cultural liaison if possible

Goal: to understand, ~~judge~~

Seek to understand cultural norms and expectations for social interaction

Why? a central component of US schooling

= student + peer + teacher interaction

Discuss at your table

Two 5th grade ELLs at a **WIDA level 2.5** score in the **most at risk** range on a math or reading screen.

At a team, what are some questions that would come up for you about the 2 students?

Would you treat them the same?

Discuss at your table

Student A

- Arrived to the US 3 months ago
- Demonstrates grade level literacy in L1
- Preliminary adaptation phase

Student B

- Arrived to the US 3 years ago
- Some oral L1 proficiency but no L1 literacy
- Integrative adaptation phase – culture split

Given the contextual ELL factors, how do your responses change? What would you do next for each student in

ESL/bilingual instruction

the general education classroom

additional intervention if any

Consider the possible effects of the process of language acquisition on current levels of performance

- Proficiency level by domain in L2 across settings
  - L2 reading in ELA, math, science, etc.?
  - L2 listening in science, social studies, art, math, …?
- Proficiency in L1
  - In which domains?
  - Social and/or academic?
- Use of L1 in current setting
  - At home?
  - In community?
  - L1 maintained in academic setting?
  - L2 replacing L1?
  - Is English really L3 or L4?

It's NOT just about interventions...

Tier III

Tier II

Tier I

What % of your students are making expected gains in acquiring English?
What about problem solving at the core?
Preventative and Proactive

We CANNOT intervene our way out of a core instructional problem...This leads only to overtaxed intervention providers and diluted, ineffective intervention systems

Data Based Decision Making

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┌─────────────────────────┐     ┌─────────────────────────┐     ┌─────────────────────────┐
│ Data on                 │     │                         │     │ Is the core ELL program │
│ students/comprehensive  │ ──> │ Where are our gaps?     │ ──> │ meeting the needs of a  │
│ programs is analyzed    │     │                         │     │ majority of ELLs?       │
└─────────────────────────┘     └─────────────────────────┘     └─────────────────────────┘

┌─────────────────────────┐     ┌─────────────────────────┐     ┌─────────────────────────┐
│ Are the needs of strategic│    │                         │     │ Develop plans           │
│ and intensive learners  │ ──> │ Hypothesize-Why are     │ ──> │ (improve core instruction,│
│ being met?              │     │ there gaps?             │     │ group interventions,    │
│                         │     │                         │     │ individual interventions)│
└─────────────────────────┘     └─────────────────────────┘     └─────────────────────────┘
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TIER I: CORE INSTRUCTION

TIER I: All

Providing High Quality Instruction matched to student needs, use data over time to make important educational decisions

GOAL: Reach ALL Students

1. What exactly do we expect all students to learn?
2. How will we know if and when they've learned it?
3. How will we respond when some students don't learn?
4. How will we respond when some students have already learned?

Questions 1 and 2 help = a guaranteed and viable curriculum

Adapted from PASCO, FL

Research-based Instruction

"Grouping students for instruction based on student skill, monitoring their progress over small periods of time, adjusting instruction based on the data and providing kids feedback on their performance...one of the most powerful sets of educational practices that exists."

(Reschly)

Both in gen ed & interventions- flexibly to target, then return to heterogeneous for core instruction

Focused formative assessments, students graph and reflect and set goals

Using the data to plan and adjust (formative)

Feedback...not just grades- where are they compared to where they were? Compared to the goal?

TIER II and Tier III

Tier II and Tier III supports… to achieve benchmarks

1. Where are/is the student(s) performing now?
2. Where do we want them to be?
3. Gap? What's in the way?
4. How long do we have to get them there?
5. What supports have they received?
6. What resources will move them at that rate?

Adapted from PASCO, FL
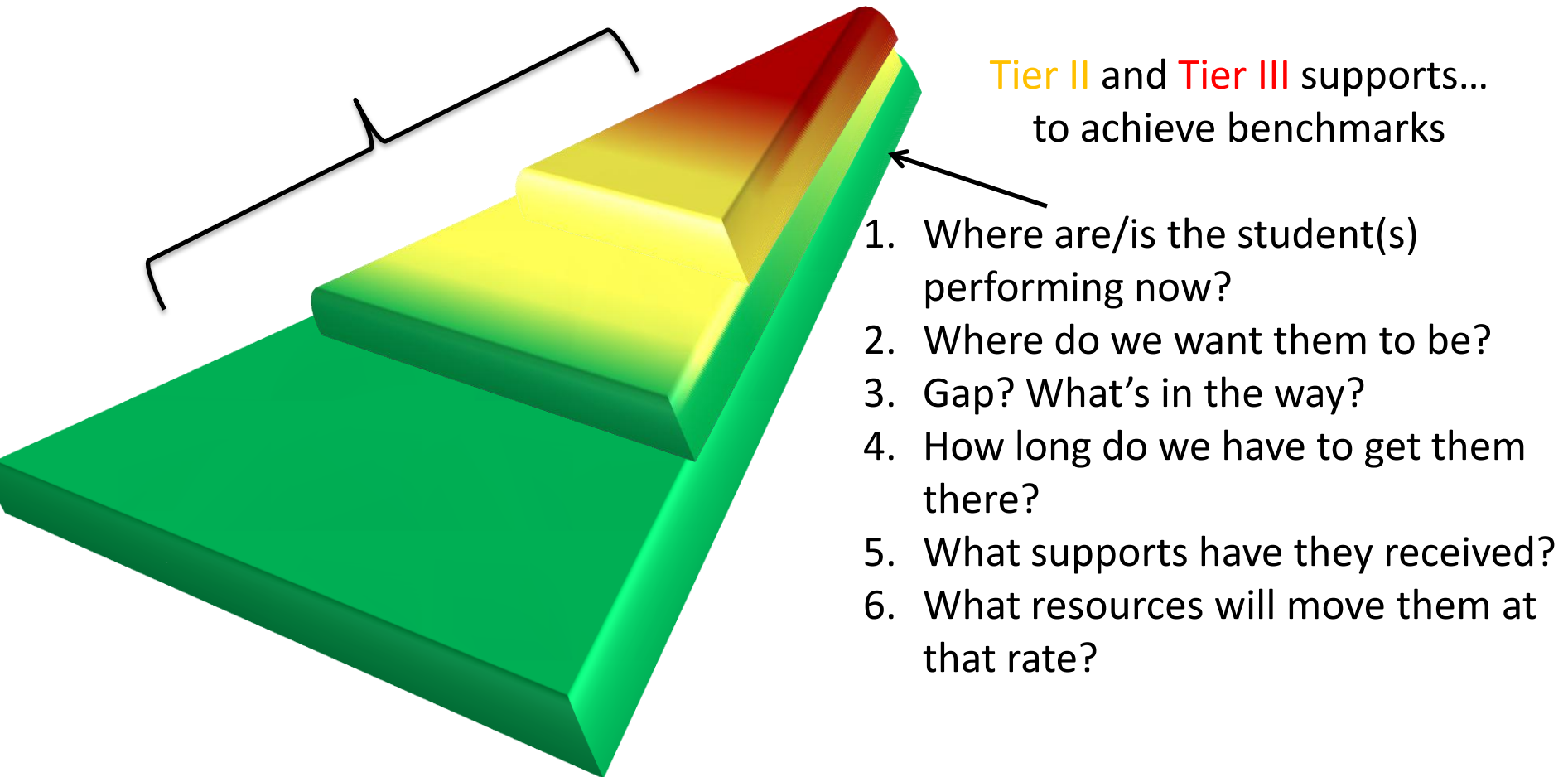
Lunch Break

Key Principles for Crafting Interventions for English Language Learners (ELLs)

- In *Special Education Considerations for English Language Learners*, Hamayan writes:
  - "Taking a "cookbook" approach to crafting interventions <u>can only lead to failure</u>, as each ELL or group of ELLs that is experiencing difficulties comes with a <u>different set of circumstances</u> that warrants <u>careful consideration</u>." (p. 64, emphasis added)

Intervention Plans

- Baseline data
- Concise yet specific description
- Goal
- Frequency and duration (20 minutes 4x a week)
- Identified provider
- Method for monitoring progress
- Frequency of progress monitoring
- Date for team to reconvene and evaluate progress

Where do you find interventions?

A district might buy a program, but could also be doing what works more intensively.

Reducing: Students are given a grade-level passage, then take out all unnecessary words and phrases without losing the essential meaning

- Used on occasion in class, it's a Tier 1 strategy.
- Used in a **dedicated 20 min. time period 3 x a week** with an intervention provider in **a group of 3-5 peers** using current class material and **added visuals** for **4 weeks** with a **weekly probe (every 3rd session)** for progress monitoring, it becomes a targeted intervention.

Intervention Brainstorm

Work with colleagues at your table to
- Think of a research based method of instruction you currently use with your ELLs
- Describe how it could be intensified and delivered as an intervention
- Consider measurability (for progress monitoring)
- How would you know if an ELL would benefit from that intervention?

Who would share their brainstorm with the group?

Principle 1: Second language input must be made comprehensible for proficiency to develop.

- Interventions in English should always be accompanied by a visual or physical context,
    - graphic representations   - pictures
    - physical models   - manipulatives

    ➢To make sense of the words or text

    ➢To avoid/decrease likelihood of ELLs experiencing input as incomprehensible noise.

Principle 2: A second language develops more easily when learners are actively engaged in authentic use of the language.

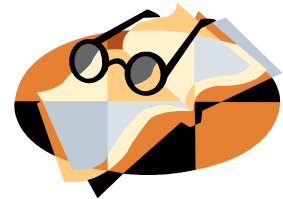- Interventions should provide ELLs the opportunity to
  - listen to understand
  - **say things they want to say and give oral explanations to others**
  - read to gather or collect information
  - write about things they want to write about and to inform others

Principle 3: Because of common underlying proficiency, concepts and structures that are learned in one language have the potential to transfer to the other language that the student is learning.

- In an intervention, an ELL's L1 should be used as a resource for
  - Facilitating learning of new concepts
  - Developing the second language

  If concepts have been established in the first language, they do not need to be re-taught in L2.

- Incorporate past experiences to
  - scaffold comprehension
  - building connections with existing knowledge & skills

Principle 4: Learning L2 in an **additive** bilingual context ⟶ more likely to reach high levels of proficiency in L1 + L2.

Learning L2 in a **subtractive** context

↓

likely to sacrifice L1; also, L2 may not develop to an optimal level.

Principle 4 continued

- Literacy or speaking interventions may need more focus with particular phonemes and combinations of phonemes in English that do not exist in the students' L1.

- Interventions should not be implemented that will cause ELLs to lose their first native language, identity, culture or will cut them off from their families or communities.
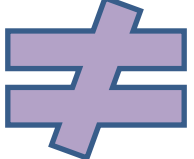
Principle 5: Second language acquisition occurs in predictable stages.

For an effective intervention

- The approach/design must correspond with the learner's particular stage of second language acquisition or proficiency level.

- Consider different proficiency levels by domain.

3: listening

2: speaking

1: reading & writing

Principle 6: To succeed at school, ELLs must develop conversational fluency as well as academic proficiency.

- Academic language proficiency $\neq$ conversational fluency

- Interventions should help ELLs acquire discrete language skills that help them *learn about language*.

  - Language functions in academic texts
  - Language functions for social and classroom discourse

Principle 7: Some ELLs may take > 5 years to develop a <u>high enough</u> level of academic proficiency <u>to survive</u> in a classroom where <u>abstract concepts</u> are taught in English.

- May take **up to 9 years to catch up** to native English speaking peers **in academic English**.

- Interventions can offer ELLs *repeated opportunities* to use language in a variety of meaningful contexts.

Cultural Implications for Interventions

- Use <u>culturally relevant topics</u> in intervention settings to provide cultural context for your ELLs.
- Design activities to be <u>meaningful</u> in terms of cultural norms and local community knowledge.
- Consider <u>styles of participation</u> (co-narration, call and response, choral response, etc.)
- <u>Adjust</u> intervention delivery to <u>address individual situations</u> for students who are not yet acculturated
  - Might use a group setting for comfort of students
  - A student may be prohibited from interacting with the opposite gender – a consideration for intervention group make-up and provider

Revisit your example of an intervention. Would you alter or add to it based upon those principles and considerations?

- Baseline data
- Concise yet specific description
- Goal
- Frequency and duration (20 minutes 4x a week)
- Identified provider
- Method for monitoring progress
- Frequency of progress monitoring
- Date for team to reconvene and evaluate progress

ELL-style intervention recipe

Interventions found to be effective in research

+ language considerations

+ <u>cultural considerations</u>

Document on an intervention plan (slide 3)

Deliver with fidelity,

Progress monitor,

Review the data to adjust or discontinue

RtI: It ALL ties together!

ELLs?
Gifted?
Special
Education?
At-risk?
Title I?

One
Framework
that works for
ALL STUDENTS
inclusive of
ELLs.

Interventions

Data
Driven
Decisions

PBIS & cultural factors

WIDA/ Common Core

Support for those who don't meet expectations

Research-based best practices, screening, progress monitoring, CBMs, collaboration

Behavioral Core Improved "seat time" & motivational influences

Strengthening the ELL Program and access to Core/Tier I

RESULTS?? Academic Improvement!! Improved student achievement